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ABSTRACT

An annotated bibliography on sex discrimination in higher education and the professions is presented. Sex discrimination remains a major workplace problem and is found in virtually all levels of employment. The bibliography consists of 124 citations which appeared from 1984-1988. It excludes court cases and the "popular press," and although not meaning to diminish that dimension, focuses instead on the professional literature in the field. Four sections offer resources on compensation/pension, hiring practices, promotion, and the work environment. An author index with citation numbers is provided. (SM)

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Sex Discrimination in Higher Education and the Professions: An Annotated Bibliography

Mary Donovan

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Mary Donovan

THE NATIONAL CENTER FOR THE STUDY OF COLLECTIVE BARGAINING IN HIGHER EDUCATION AND THE PROFESSIONS / BARUCH COLLEGE THE CITY UNIVERSITY OF NEW YORK

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INTRODUCTION

Sex discrimination remains a major workplace problem and is found in virtually all levels of employment. It is a concern of employees and their employers as well as those responsible for regulating the workplace environment. The National Center for the Study of Collective Bargaining in Higher Education and the Professions has presented various conference sessions and papers in this area and has been aware of the need for further information. In response to this need, we asked Mary Donovan, Director of the Periodicals Division and Labor/Management Bibliographer of the Baruch College Library to prepare this annotated bibliography. This volume consists of 124 citations which appeared from 1984-1988. It excludes court cases and the "popular press", and although not meaning to diminish that dimension, focuses instead on the professional literature in the field.

The National Center is a neutral, impartial research organization serving as a clearinghouse and forum for those engaged in collective bargaining in higher education and the professions. This volume is an integral part of our publication schedule which also includes the annual Directory, Bibliography, Proceedings of the Annual Conference, newsletters, and selected monographs.

Production of this volume was done by Beth Hillman Johnson, Administrative Coordinator of the National Center, who was responsible for editorial and technical aspects of the product. Ruby N Hill, the Center's Administrative Assistant, inputted this data onto the word processing system.

While we believe that this publication is accurate with respect to citations, titles and other bibliographic information, we apologize for any errors or omissions which might have occurred. As always, we welcome feedback from you, the reader, and are grateful for your comments.

Joel M. Douglas
Director, NCSCBHEP

COMPENSATION/PENSION

1 AAUP. "Academic Women and Salary Differentials: From the 1988 Report of Committee W on the Status of Women in the Academic Profession." **Academe** 74, no. 4 (July-August 1988): 33-36.

Committee W first urged 15 years ago that the annual salary reports of academics should be separated as to sex in order to eliminate sex discrimination in academia. The data from the 1988 report of Committee W on the Status of Women in the Academic Profession suggests that sex discrimination in salaries, rank, and tenure persist. Included in this article is a comparison of women faculty's salaries, and ranks in five institutions of widely varying types. Harvard, American University, Maryland, Smith and Swarthmore.

2 Allard, Celia A. "Assessing Faculty Salary Equity." **AIR Professional File** no. 20 (Fall 1984): 1-10.

The author recommends an analytical approach to conducting faculty salary equity surveys. The purpose of the survey should first be established. The choice of techniques is determined by whether the study is designed to explain the salary reward system, to predict and monitor individual salaries, or to evaluate whether or not discrimination has occurred.

3 Andrews, Judith L. "State Legislation on Comparable Worth: Will it Bring Pay Equity to Academe?" **Journal of College and University Law** 14, no. 3 (Winter 1987): 469-503.

The article examines the practical problems in implementing comparable worth policies at colleges and universities. The author evaluates the status of comparable worth in federal and state courts as it relates to higher education. Andrew's findings indicate that it will be difficult to achieve pay equity through the mechanism of comparable worth.

4 Arvey, Richard D. "Sex Bias in Job Evaluation Procedures." **Personnel Psychology** 39 (Summer 1986): 315-35.

The author is concerned with the reliability of job evaluation procedures when trying to compute pay equity and contends that comparable worth lawsuits could lead to considerable dollar differences. The author asks two questions that may come as a result of litigation: (1) How reliable and valid are job evaluation plans? and (2) How free from sex bias are the job evaluation instruments?

5 Barbezat, Debra A. "Salary Differentials by Sex in the Academic Labor Market." **The Journal of Human Resources** 23, no. 3 (Summer 1987): 422-28.

The author questions whether or not the rise in women's earnings in the academic labor market are due to reduced discrimination or to improved professional skills. The author points out that the national

salary surveys of 1968, 1975, and 1977 indicate the "total salary differential between male and female academics fell from approximately 23 percent to 19 percent. The author concludes that the salary change was probably attributable to affirmative action policies and not as a result of women's academic credentials improving.

6 Barbezat, Debra A. "Salary Differentials or Sex Discrimination? Evidence from the Academic Labor Market." **Population Research and Policy Review** 6, no. 1 (1987): 69-84.

Recent surveys indicate that male faculty in colleges and universities earn higher salaries than female faculty. The salary differences even after controlling for variables such as productivity, experience, institution of employment, and academic discipline, indicate a policy of sex discrimination.

7 Cao, Le Thi and Buchanan, Phillip G. "The Gender Gap in Accounting: Salary Disparity Among Management Accountants." **Akron Business and Economic Review** 18, no. 4 (Winter 1987): 34-43.

The authors state that the term "salary discrimination", as used in their research, is meant to describe the situation in which salary differentials are caused by sex discrimination. The authors conclude that their findings indicate: (1) women are new to the profession of accounting and therefore, have less work experience; (2) work experience accounts for much of the job segregation with women being clustered at the lowest levels; (3) sex discrimination regarding compensation is statistically significant, however, the magnitude is minor in comparison to other professions.

8 Cline, Carolyn Garrett et al. **The Velvet Ghetto: The Impact of the Increasing Percentage of Women in Public Relations and Business Communication.** Research Report sponsored by the International Association of Business Communicators Research Foundation, San Francisco, CA: C Foundation, 1986.

Cline, along with other members of the research team, report that their study of women in the public relations/business communication profession indicates that the greatest determinant of salary difference between men and women in the field is gender. Women are paid less than their male counterparts, even when all factors such as education, experience and job responsibility are equal.

9 Cranston, Alan. "The Proposed Equity Act of 1985." **Labor Law Journal** 36, no. 3 (March 1985): 131-144.

Senator Cranston points out that the Pay Equity Act of 1985 was proposed for the purpose of ending employment discrimination for millions of American women. The National Advisory Council on Economic Opportunity also concluded that, "if working women earned

the same wages that similarly qualified men now earn, the number of families living in poverty would be cut in half."

10 Dowell, David R. "Sex and Salary in a Female Dominated Profession." **Journal of Academic Librarianship** 14, no. 2 (May 1988): 92-98.

The author describes a study that used multiple regression analysis to examine whether the apparent influence of sex discrimination on librarians' salaries would be reduced if other factors were considered. Dowell indicates that "Level of position was the most powerful predictor of salary—alone accounting for almost 60 percent of all variance...however, when 20 such factors were held constant, men still earned almost $1,200 more per year than women." Three approaches to achieving comparable worth are also presented.

11 England, Paula and Norris, B. "Comparable Worth — A New Doctrine on Sex Discrimination." **Social Science Quarterly** 66, no. 3 (1985): 629-643.

England and Norris approach the doctrine of comparable worth discrimination (CWD) in economic terms. The authors propose that comparable worth and other anti-discrimination legislation are complementary and should be applied for the purpose of raising the pay level of women.

12 Ervin, Delbert and Thomas, Barbara J. "Sex Discrimination and Rewards in a Public Comprehensive University." **Human Relations** 37, no. 12 (1984): 1005-1008.

The authors examined an hypothesis developed by Baldridge, Curtis, Ecker, and Riley (1978) which suggests that differences in academic rewards for men and women faculty are largely due to differences in the type of employing institution. The study states institution type is not significant in reward systems. The authors further conclude that even when faculty exhibit similar background, work activities and productivity their salaries vary considerably. Charts. References.

13 Fortune, Anne E. and Hanks, Lou Liental. "Gender Inequities in Early Social Worker Careers." **Social Work** 33, no. 3 (May-June 1988): 221-26.

A study of recently graduated master's level social workers suggests gender inequities still exist in career patterns and salaries. The study compared men and women on beginning compensation, current salary, specializations and administrative versus clinical positions. The authors conclude from the study that male clinicians moved into nonclinical positions more often than women and soon earned more.

14 Gethman, Barton R. "The Job Market, Sex Bias, and Comparable Worth." **Public Personnel Management** 16, no. 2 (Summer 1987): 173-80.

Gethman argues that the real problem in Spaulding et al v. University of Washington was not comparable worth but the issue of whether or not the job market is sex biased. Gethman proposes that women have a right to expect a future that allows them to pursue freely any occupational interest of their choosing without being pressured by the job market's complex and constantly changing behavior. He states that such a broad cross section of occupations contains different labor markets which can be presented in two categories: "geographically defined" and "industrially defined". In such a complex structure, Gethman concludes, fighting for comparable worth may only be treating a problem without looking for a cure.

15 Gold, Michael Evan. **A Dialogue on Comparable Worth.** Ithaca, NY: ILR Press, 1983. 111 p.

This book is written as a dialogue between an advocate who believes women are underpaid and a critic who does not. The arguments are presented in debate form and are: (1) The advocate of comparable worth argues that government intervention, lawsuits, improved job evaluation methods and collective bargaining must be adopted in order to overcome the discriminatory policy of women being paid less than men; and (2) The counter argument is that the Equal Pay Act of 1963 and the free and open market should be allowed to rectify any issues of pay inequity. For example, women have no right to demand plumber's pay when they have chosen to become secretaries.

16 Grune, Joy Ann and Reder, Nancy. "Pay Equity: An Innovative Public Policy Approach to Eliminating Sex-Based Wage Discrimination." **Public Personnel Management** 12 (Winter 1983): 395-403.

Pay equity or comparable pay has emerged as a "uniquely creative approach to the severe, unrelieved pattern of job segregation and wage depression". In this paper, Grune and Reder challenge the argument that deliberate action should be taken to close the wage gap instead of a laissez-faire approach that allows the marketplace to make wage adjustments.

17 Hartmann, Heidi L., ed. **Comparable Worth; New Directions for Research.** Washington, DC: National Academic Press, 1985. 178 p.

This report contains seven papers presented at a 1983 Seminar on Comparable Worth Research. Papers by Cain and Rosenbaum strongly challenge the argument that discriminaton remedies in place will significantly shrink current wage disparities in future years.

18 Jennings, Ken and Willits, Robert L. "A Neglected Consideration in Sex-Based Wage Discrimination Cases." **Labor Law Journal** 37, no. 7 (July 1986): 412-422.

The authors argue that comparable worth is not a legal concept and therefore is unsound. They recommend that Title VII of the Civil Rights Act or the Equal Pay Act gives greater protection

for sex discrimination than comparable worth and should be pursued to remedy this problem.

19 Jones, Kay F. "Sex, Salaries, and Library Support." **Library Journal** 112, no. 17 (October 15, 1987): 35-41.

The author examines the most recent statistics on librarian salaries. Jones finds that there is an increase in the number of women library directors and also finds that women directors are more generous in giving higher starting salaries to new librarians. While not suggesting that women administrators have a different management philosophy, he observes that it is worth noting. Jones further points out that male library directors still earn more money than female directors.

20 Lee, Barbara A. and others. "Implications of Comparable Worth for Academe." **Journal of Higher Education** 58, no. 6 (November-December 1987): 609-628.

The author argues that the issue of comparable worth remains important to women both in higher education and in the political arena — especially at the state and municipal levels. She points out that although litigation has failed for comparable worth action, there has been success outside academe when the legislative or collective bargaining route was pursued. Lee contends that "colleges and universities are fertile ground for the emergence of comparable worth issues."

21 Liebert, Esther. "Statistical Proof in Sex Discrimination Litigation." **National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, Newsletter** 14, no. 2 (March-April 1986): 4-8.

This article considers sex discrimination litigation in higher education that rely on statistical presentations. Two cases with similar issues but different outcomes are presented: Melani v. Board of Higher Education and Coser v. Moore.

22 Mottinger, Sue G. and Gench, Barbara E. "Comparison of Salaries of Female and Male Intercollegiate Basketball Coaches: An Equal Opportunity Study." **Journal of the National Association for Women Deans, Administrators and Counselors** 47, no. 2 (Winter 1984): 23-28.

The authors compare the salaries of male and female basketball coaches in NCAA Division I schools. Questionnaires were completed by 53 male and female basketball coaches at each institution. The findings, according to the authors, indicate a salary setting system based on sex discrimination. Tables. References.

23 Perrin, Suzanne M. **Comparable Worth and Public Policy: The Case of Pennsylvania.** Philadelphia, PA: Univ. of Pennsylvania, 1985. 123 p.

Perrin suggests that women's position in the world has not changed since the time of Moses. Women are still valued at 60% of men. The author examines the public policy and legislative developments affecting women in the workplace and the current status and potential impact of comparable worth legislation in the city of Philadelphia and the state of Pennsylvania. An appendix traces the developments of comparable worth nationally since 1985.

24 Pfeffer, Jeffrey and Davis-Blake, Alison. "The Effect of the Proportion of Women on Salaries: The Case of College Administrators." **Administrative Science Quarterly** 32, no. 1 (March 1987): 1-24.

Pfeffer and Davis-Blake examine the effect that the demographic composition of faculty have on the salaries of male and female faculty in higher education. The researchers identified four theoretical perspectives that make predictions based on the proportion of women: economic competition, group power, group interaction, and institutionalization. The authors argue that when a greater proportion of women are employed, wages for both men and women are set at a lower level because "women's work" is less valued than men's.

25 Pounder, Diana. "Male/Female Salary Disparity for Professors of Educational Administration." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA: April 5-9, 1988. 41 p.

This study explores the problem of a male/female salary differential for professors by discussing relevant factors that may explain this disparity and by applying a model for detecting compensation bias to a sample of educational administration professors' salaries. The author states that a recent study of the educational administration professoriate indicated that women faculty earn, on average, about $10,000 less than their male colleagues. Even when controlling for rank, women faculty still earn about $5,000 less than men faculty. The results of the study indicates that a small, but statistically significant proportion of the salary variance is explained by gender.

26 Ray, Jean Meyer and Rubin, Angela Battaglia. "Pay Equity for Women in Academic Libraries: An Analysis of ARL Salary Surveys." **College and Research Libraries** 48 (January 1987): 36-49.

The authors report that a majority of female university librarians remain at lower status and pay levels than men. Women have risen in administration and now represent one-third of middle management. However, the authors report that progress towards equity is slow.

27 Rothchild, Nina. "Comparable Worth: The Minnesota Experience." In **Structural Reform in Higher Education Collective Bargaining, Proceedings 12th Annual Conference, April 1984**, edited by Joel M.

Douglas. New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 1985.

Rothchild presents the Minnesota experience as one of the few states to voluntarily implement pay equity. She argues that a voluntary program of pay equity is cost effective citing the difference between the Minnesota experience and the State of Washington. Rothchild divides the presentation into three parts: the background of the Minnesota experience, implementation of the program, and a summary of comparable worth. She concludes that employment discrimination based on sex is still widespread and needs objective evaluations to break the cycle.

28 Stevenson, Mary Huff. **Determinants of Low Wages for Women Workers.** New York, NY: Praeger, 1984. 225 p.

Stevenson attempts a multi-dimensional investigation of the wage differentials for men and women. She supports her argument that women in predominantly male industries are better paid than in traditionally female industries with illustrative tables and appendices. The author advocates influencing female students to go into male dominated fields.

29 Tolbert, Pamela S. "Organizations and Inequality: Sources of Earnings Differences Between Male and Female Faculty." **Sociology of Education** 59, no. 4 (October 1986): 227-36.

Tolbert argues that inequalities between male and female faculty salaries stem largely from organizational policies and practices. The author points out that there is a pattern of earnings differences that can be observed in colleges and universities. She gives several examples including the earnings gap between male and female faculty at the more elite institutions.

30 Tuckman, H. P. and Chang, C. F. "Substitution of Women for Men Faculty in Higher Education." **Research in Higher Education** 21, no. 4 (1984): 359-71.

This paper presents quantitative estimates of the degree of suitability between men and women faculty in higher education and examines the extent to which salary differentials have played a role in altering sex distribution in academe. The authors point out that 13.5% of those receiving doctorates in 1970 were women and 30.3% in 1980. This could lead to more women in lower level faculty positions. The authors point out that there are now an increased percentage of men in higher ranking positions. The authors contend that affirmative action and not salary has played a significant role in more women in higher education.

COMPENSATION/PENSION (cont'd.)

31 United States Congress, Joint Economic Committee. **Women in the Work Force: Pay Equity: Hearing (...), 98th Congress, 2nd Session, April 10, 1984.** Washington, DC: Government Printing Office, 1984. 214 p.

This Congressional hearing on women in the labor force focuses on the problems of wage discrimination and the specific means of eradicating it. Testimony includes: United States senators, individuals representing the Committee on Women's Employment and Related Social Issues, and representatives from various colleges and universities in the state of Georgia.

32 Van House, Nancy A. "Labor Market Segmentation and Librarian Salaries." **Librarian Quarterly** 57 (April 1987): 171-189.

A segmented labor market theory is used to explain differences in male and female librarian's salaries by type of library. Van House argues that there is also evidence that segmentation exists at intra-occupational levels which may further obscure accurate analysis. It appears, however, that male librarians earn more than female librarians.

33 West, Leigh. "Comparable Worth Litigation as a Strategy for Achieving Employment Equity." **Labor Law Journal** 37, no. 12 (December 1986): 832-840.

West argues that the earnings gap persists between men and women because of intentional discrimination and job segregation. She points to the poor results of the Equal Pay Act and Title VII as proof that legislation has been ineffective in correcting pay inequity. The author examines AFSCME v. State of Washington in order to determine whether comparable worth litigation could remedy the male/female wage differential.

HIRING PRACTICES

34 Bach, R. L. and Perucci, C. C. "Organizational Influences on the Sex Composition of College and University Faculty: A Research Note." **Sociology of Education** 57 (July 1984): 193-8.

This study examines organizational characteristics as influences on sex discrepancies in faculty employment. The research indicates that "for universities, but not colleges, federal funding and nepotism influence policies and practices regarding the representation of women on faculties." The authors also conclude that child care and women studies programs are not effective in improving the representation of women at colleges or universities.

35 Bernstein, Alison. "Equity Issues from Women in Higher Education: Getting Beyond the Numbers Game." Paper presented at the Annual Meeting

of the American Educational Research Association. (Chicago, IL, March 31-April 4, 1985). 7 p.

This paper suggests that equity topics in higher education are disguising the lack of attention being paid to the employment of Black, Chicano, and Native American women.

36 Bonuso, C. and Shakeshaft, C. "The Gender of Secondary School Principals." **Integrateducation** 21 (January-December 1983): 143-6.

The purpose of this study as stated by the authors is to examine the influence of gender in the selection of secondary school principals in an effort to explore whether sex discrimination is still an issue in hiring school administrators. Documentation was unavailable to prove the existence of a female applicant pool, therefore, two rival hypotheses may be assumed: either not enough women apply, or there is sex discrimination.

37 Bose, Christine E. **Jobs and Gender: A Study of Occupational Prestige.** New York, NY: Praeger, 1985. 205 p.

This book updates the author's original research, Jobs and Gender: Sex and Occupational Prestige. Chapter I provides a review of recent literature on gender and social standing; Chapter IV compares the non-labor occupations of housewife and househusband. Bose concludes that gender effects which are attitudinal will change more rapidly than those which reflect the structural problem of occupational segregation.

38 Bronstein, Phyllis et al. "Getting Academic Jobs: Are Women Equally Qualified — and Equally Successful?" **American Psychologist** 41, no. 3 (March 1986): 318-321.

Two studies conducted over a two-year span of time that analyzed the credentials of applicants for faculty positions at an eastern university are reported. From the studies, the authors conclude that there are clearly qualified women applicants for the faculty positions. However, they point out that the hiring process needs to be examined in order to find out why women are so underrepresented. References.

39 Cohen, Marcia S. "Sex Discrimination in Academic Employment: Judicial Deference and a Stricter Standard." **Labor Law Journal** 36, no. 2 (February 1985): 67-80.

Cohen argues that one of the main reasons that women do not find female role models in higher education is due to sex discrimination in hiring, promotion, tenure, and termination. Women faculty do not achieve the higher levels of employment in academia and therefore are not available as role models to women entering higher education.

40 Edwards, Kathryn L. "Seeking Feminist Transformation of the Sciences and the Teaching of Science." In **Feminist Pedagogy and the Learning Climate, Proceedings of the Annual Great Lakes Colleges Women's Studies Conference.** Ann Arbor, MI: GLCA Women's Studies Program, November 4-6, 1983. 129 p.

Edwards argues that a major feminist criticism of science has been the exclusion and alienation of women and minorities. According to Edwards, the classroom has been one "target for blame and the male-dominated hierarchical nature of the profession, another." The author recommends that the teacher of science should avoid bias by bringing into the classroom an interdisciplinary approach by using the critical assessment tools of philosophy and history. The author further recommends using primary source material rather than textbooks so that students who might normally be intimated by the mystery might be able to experience their own challenge to conventional wisdom.

41 Epstein, Charlotte and Wood, Cliff L. "Women in Community College Administration." **Community and Junior College Journal** 55 (October 1984): 19-22.

A woman running for the vice presidency of the United States opened the door for women in administrative positions in government, business, and higher education. The authors suggest that community colleges should be at the forefront in setting a precedent by hiring more women administrators.

42 Fischer, Charles C. "Toward a More Complete Understanding of Occupational Sex Discrimination." **Journal of Economic Issues** 21 (March 1987): 113-138.

This study demonstrates that women are underrepresented in craft jobs, professional-technical jobs, and in managerial-administrative jobs. Women in the job market are primarily found in clerical and service positions. The author categorizes occupational sex discrimination into several theories: Monopsony (collusive behavior of male employers); Human Capital (supply of women as determined by education and training levels); Prejudice (male employers prefer not to hire women).

43 Franke, Ann H. and Mintz, Jacqueline W. "Four Trends in Higher Education Law." **Academe** (September-October 1987): 57-63.

This article examines four issues of interest including the Supreme Court's ruling on affirmative action. In Johnson v. Santa Clara County Transportation Agency, the court upheld the affirmative action plan of the agency giving preference to a female employee over a male who had scored higher on a civil service examination. This will have consequences in increasing the representation of women and minorities in faculty positions in higher education.

HIRING PRACTICES (cont'd.)

44 Fuehrer, Ann and Schilling, Karen Maitland. "The Values of Academe: Sexism as a Natural Consequence." **Journal of Social Issues** 41, no. 4 (1985): 29-42.

Fuehrer and Schilling argue that sexism in our educational institutions affects all of society. Discrimination is divided into three basic categories: individual, organizational, and societal. "Regulated sex discrimination" has become an established pattern of acceptability at universities in spite of federal statutes designed to prevent such behavior. The number of women faculty must be increased significantly. However, institutions should not expect that women will necessarily become successful "men of the academy," but will contribute their own values that more accurately reflect the values of society outside the classroom.

45 Gardner, Donald G. and Discenza, Richard. "Sex Effects in Evaluating Applicant Qualifications: A Reexamination." **Sex Roles** 18, no. 5-6 (March 1988): 297-308.

The authors argue that a study of 321 undergraduate job applicants revealed that the type of job applied for was a stronger determinant of applicant qualification than the applicant's sex. The authors conclude that use of standard selection criteria that predict job performance might be a deterrent to sex discrimination.

46 Gray, Mary W. "Legal Perspectives on Sex Equity in Faculty Employment." **Journal of Social Issues** 41, no. 4 (1985): 121-134.

Faculty women have had very little success in winning sex discrimination suits. Litigation is often not pursued by academics for a number of reasons, two of which are that it is too expensive in time and money and that faculty fear closing off chances for an academic career if they litigate. Gray contends that statistical analysis can sometimes be useful in litigation around the issues of salary, rank, promotion, and tenure, however elimination of sex discrimination through the courts has not proven successful. The best way to achieve sex equity is through internal institutional reform, sensitizing the administration, and access to an effective grievance process.

47 Heartney, Eleanor. "Now You See Us: Event Focusing on the Representation of Women in Museums." **Art News** 86 (February 1987): 10-12.

Heartney reports that according to the 1980 Census, 38 percent of the artists in the United States are women. However, over the last six years major galleries have been underrepresenting women artists. Only 12 percent of the shows were awarded to women at the MOMA; 8.7 percent at the Whitney; and 3.8 percent at the Guggenheim. In response to these kinds of figures, the Women's Caucus for Art arranged for simultaneous events in various cities to spotlight the underrepresentation of women artists in the major museums.

HIRING PRACTICES (cont'd.)

48 Hyer, Patricia B. "Assessing Progress in the Status of Women Faculty." **Research in Higher Education** 22, no. 2 (1985): 169-184.

This paper reports on the development and application of a "change index" that scores five areas related to faculty women's employment. The author states that the "change index" serves two purposes: a more complex method of measuring the changing status of women faculty, and a way to compare the success of women faculty in hiring and promoting. Charts.

49 Jones, Gail W. and Wheatley, Jack. "Factors Influencing the Entry of Women into Science and Related Fields." **Science Education** 72, no. 2 (April 1988): 127-142.

Jones and Wheatley argue that "even after the passage of Title IX legislation in 1972, institutional sexism persists." The authors are specifically concerned with the lack of women entering science and related scientific fields. The authors point out that both in and out of classrooms, males have a wider array of opportunities in the sciences. The authors conclude that women have the ability, but may be victims of an educational system that has become a vehicle for "transmission of institutional sexism".

50 Plake, Barbara S.; Murphy-Berman, Virginia; and Derscheid, Linda E. et al. "Access Decisions by Personnel Directors: Subtle Forms of Sex Bias in Hiring." **Psychology of Women Quarterly** 11 (June 1987): 255-63.

This study was carried out by the "Doctoral Women's Research Group" at the University of Nebraska, Lincoln. The researchers looked at factors that might affect personnel directors' perceptions of job applicants: (a) the sex of the applicant; (b) feminine characteristics of the applicant; (c) the degree of fitness between the applicant's qualifications and the job demands.

51 Rose, Suzanna, ed. **Career Guide for Women Scholars.** New York, NY: Springer Publishing, (1986). 201p.

The Career Guide is the result of the work of the Task Force on Strategies for Getting and Keeping a Job, which is a part of the Psychology of Women of the American Psychological Association. The book is essentially a "how to guide" on getting and keeping a professional job. The purpose of the book is to find ways around sex discrimination and sex stratification in professional and academic fields. Although its main concentration is women in psychology, the advice of the various contributors can be applied to other fields.

52 Saunders, Laverna. "In Search of Excellence in Academic Libraries Or, Challenging the Henhouse Model." In **Feminist Pedagogy and the Learning Climate, Proceedings of the Annual Great Lakes Colleges Women's Studies Conference.** Ann Arbor, MI: GLCA, Women's Studies Program, November 4-6, 1983. 129 p.

Saunders describes the hierarchy of libraries in terms of the henhouse model with male administrators playing the role of the rooster and women occupying lesser roles in the pecking order. Saunders follows with a description of how the academic library model follows the academic profile which is why males dominate the administration in libraries. The author proposes that the henhouse model needs to change and concludes that it is an unsatisfactory organizational framework because it enforces gender-based work roles.

53 Shakeshaft, Charol; Gilligan, Arlene; and Pierce, Dorothy. "Preparing Women School Administrators." **Phi Delta Kappan** 66 (September 1984): 67-8.

The authors' concern is that more women have received advanced training in order to qualify as school administrators. ..."However, the number of women in major administative positions...has not risen appreciably by the '80s." A special program was developed by the authors at Hofstra University "Women in Administration" with specific objectives of changing attitudinal problems: (1) to increase the self-confidence of the students; (2) to produce growth in both short- and long-term career goals; and (3) to help participants move into administrative positions. The authors conclude that the program has been successful because over a three-year period approximately one-half of the participants moved into administrative positions.

54 Shapiro, Charlotte. "We'll Sue Your School Board to Win Equity for Women Administrators." **American School Board Journal** 171 (May 1984): 43-5, 7.

Shapiro warns school boards that they must take a more active role in hiring women as school administrators in order to avoid legal action. She points out that "internal barriers" (interview skills, aspiration levels) are not holding women back. It is the "external barriers" (old boy networks and fear of women administrators) that form the block.

55 Simeone, Angela. **Academic Women Working Towards Equality.** South Hadley, MA: Bergin & Garvey Publishers, Inc., (1987). 161 p.

The author asks the question, "To what extent have attempts to achieve equity for faculty women in higher education been effective?" She concludes that after 150 years of participation in higher education, women still have not achieved a position of equity.

56 Stecklein, J. E. and Lorenz, G. E. "Academic Women: Twenty-Four Years of Progress." **Liberal Education** 72 (Spring 1986): 63-71.

The authors looked at earlier studies on the status of women faculty, particularly a 1971 article in Liberal Education entitled, "Academic Woman Revisited", by Ruth Eckert from the University of Minnesota. The authors updated the study by researching 244 four-year colleges on the status of women faculty. The authors conclude that women are not becoming an increasingly important part of higher education and

they are not achieving closer equality to men faculty — in roles, activities, publications, or numbers.

57 Szafran, Robert F. **Universities and Women Faculty: Why Some Organizations Discriminate More Than Others.** New York, NY: Praeger, 1984. 147 p.

The author compares the personnel decisions between universities and other types of organizations. Specifically, the equity with which 79 U.S. universities recruited and reward male and female faculty during the 1960s is examined. Szafran asks "Did universities which recruited more equitably then tend to reward more equitably?" The author argues that inequitable recruitment and reward by organizations can result in "poor use of human resources...and lower organizational productivity". Future studies are recommended by the author.

58 Theus, Katheryn T. "Gender Shifts in Journalism and Public Relations." **Public Relations Review** 11 (Spring 1985): 42-50.

The author reports a study done by the University of Maryland on the shift of women students into the fields of journalism and public relations. In 1968, 80 percent of the students in this field were men while in 1985, this number decreased to 30 percent. The study further indicates that the "feminization of journalism may have implications for salaries and prestige in the field." The university suggests recruitment of males into the field to help prevent erosion of salaries and prestige.

59 Ware, Norma C.; et al. "Undergraduate Women: Who Chooses a Science Major?" **Journal of Higher Education** 56 (January-February 1985): 73-84.

This study points out that women are still underrepresented in the sciences. Explanations offered: sex-linked differences in inherent ability; socialization practices that define science and math as male domains; women's concept of their own abilities; gender support for involvement in science. The study further points out that the loss of women students in their first college science classes is very high.

60 Weiss, L. "Academic Women in Science 1977-1984." **Academe** 73 (January-February 1987): 43-7.

The author states that there are a far greater number of women graduating with professional degrees in the sciences than are in science related jobs in universities. Further, many of the positions held by women in universities are part-time. The author concludes that more affirmative action is needed especially in engineering, physics, agricultural sciences, and economics.

61 White, Arden. "Where Have All the Women Writers Gone?" **Personnel and Guidance Journal** 62 (June 1984): 631-6.

HIRING PRACTICES (cont'd.)

The author points out that women are underrepresented as writers, especially as senior authors, and on editorial boards of professional journals. The author reports: From 1916-1976 Science Education had an average of 13% women authors per volume with a decline reported in the last ten years. Academic women publish 20% less than men and 81% of senior authors of five education journals that were reviewed were men.

62 Yocom, Dorothy Jean. **Affirmative Action in Higher Education.** (ERIC Document Reproduction Service, ED2922425) 1988. 18 p.

In this document, the author examines the current status of affirmative action on college campuses. The disparate treatment method of redress under Title VII is discussed in terms of court cases against colleges, universities and other employers. The author suggests that higher education bears a responsibility to provide moral and intellectual leadership in matters of social justice such as affirmative action. A list of 27 references is included.

PROMOTION

63 Austin, Betty J. "Women Faculty and Scholarly Productivity." Paper presented at the Annual Meeting of the Michigan Academy of Science, Arts, and Letters, Big Rapids, MI: March 23, 1984. 14 p.

This paper compares the publication endeavors of male and female faculty. Although there are indications that publication for women faculty is lower than men, the available research is inconsistent. The paper suggests that there are three categories for determining the reason for women's lower publication rates. One suggestion is that women focus on interpersonal relationships and men focus on individual achievement.

64 Clark, Shirley M. and Corcoran, Mary. "Perspectives on the Professional Socialization of Women Faculty: A Case of Accumulative Disadvantage?" **Journal of Higher Education** 57, no. 1 (January-February 1986): 20-43.

Clark and Corcoran point out that women have made small gains in achieving parity with men in the academic world. Possible explanations for their unequal status include sex discrimination, different interests, lack of sponsorship and collegial networks. The authors suggest that women's careers are also affected by the fact that women are at a disadvantage in being promoted in a male-dominated occupation and society.

PROMOTION (cont'd.)

65 Collins, Sheila K. "A Comparison of Top and Middle Level Women Administrators in Social Work, Nursing, and Education: Career Supports and Barriers." **Administration in Social Work** (Summer 1984): 25-34.

Women administrators in social work, nursing, and education were asked to answer a 54-item questionnaire about their career experiences. The questions included family support, family responsibilities and sex discrimination barriers. Comparisons are drawn between the three fields and recommendations are made for increasing opportunities.

66 Crocker, Jennifer, ed. "After Affirmative Action: Barriers to Occupational Advancement for Women and Minorities." **American Behavioral Scientist** 27, no. 3 (January-February 1984): 283-407.

This issue is devoted to affirmative action. Hiring more women and minorities at the entry level is not enough to establish occupational equity. Crocker points out that women and minorities hired into occupations previously dominated by males will face barriers to advancement.

67 Eaton, J. S. "Tapping Neglected Leadership Sources." **New Directions for Community Colleges** 46 (1984): 93-9.

This article is concerned with the growing need for leaders in community colleges. The author points out that community college education is being reshaped by the forces of limited financing, economic change, and demographics. They recommend encouraging women and minorities to take leadership roles.

68 Exum, William H., et al. "Making it at the Top: Women and Minority Faculty in the Academic Labor Market." **American Behavioral Scientist** 27, no. 3 (January/February 1984): 301-324.

The authors examine why there are so few women and minorities in top positions at research universities, and why the hurdles are so difficult to overcome in that setting. Notes. References.

69 Ferri, Anthony J. and Keller, Jo E. "Perceived Career Barriers for Female Television News Anchors." **Journalism Quarterly** 63 (Autumn 1986): 463-7.

This article focuses on the barriers women face in becoming television news anchors. From the commerical stations listed in Broadcasting/Cablecasting Yearbook 1984, 130 commercial television stations were randomly selected. Female news anchors made up the sample for the research. The respondents noted that they are often judged more for appearance than professional skills. The article concludes that physical appearance is not the only barrier to professional advancement. Other obstacles were noted similar to those faced by women in other professions.

70 Gornick, Vivian. **Women in Science.** New York, NY: Simon and Schuster, 1983. 172 p.

Gornick states that she set out to document discrimination against women in science. While the profession is still without parity, women have made great strides and some have reached positions commensurate with their backgrounds. The author spent a year interviewing men and women in the scientific community to get a journalistic impression of women's place in the profession. Bibliography.

71 Grunig, Larissa A. "A Research Agenda for Women in Public Relations." **Public Relations Review: A Journal of Research and Comment** Special Issue on Women in public Relations 14, no. 3 (Fall 1988): 48-57.

Grunig argues that women in academia should become knowledgeable in their fields by doing research. Research credentials are essential for promotion. Women must aspire to decision-making positions by getting promotions and tenure, and research is the key, according to the author. Grunig argues "for women setting their own research agenda—one that includes investigation of women's concerns even when those concerns do not jibe with what most men might consider worthy of study." Women have an obligation to empower themselves in order to become effective role models. As it is now, Grunig points out, white middle class males are the dominate power on campus and this causes students (who are not in that category) to remain suspicious of them as role models.

72 Haas, Violet C. and Perucci, Carolyn C. **Women in Scientific and Engineering Professions.** Ann Arbor, MI: University of Michigan Press, 1984. 246 p.

This book is based on papers presented at Women in Scientific and Engineering Professions, a conference held at Purdue University in 1981. One notable contribution is from Rachel Rosenfeld, "Academic Career Mobility for Women and Men Psychologists." Rosenfeld compares women and men in different stages of their careers. For example, women start in more marginal positions and differ in geographic mobility.

73 Heartney, Eleanor. "How Wide is the Gender Gap?" **Art News** 86 (Summer 1987): 139-45.

The author is concerned that the radicalism of the 1960s and 1970s was not more effective in establishing equality in the art world. There is some evidence of a returning militancy in the 1980s by the emergence of the Guerrilla Girls, a group of anonymous women artists. Women artists experienced a setback with the rise of the Moral Majority. However, the author concludes that women have made strides toward equality simply thorugh their own determination.

PROMOTION (cont'd.)

74 Hinley, Mary Brown. "The Uphill Climb by Women in American Music Conductors and Composers." **Music Education Journal** 70 (May 1984): 42-5.

This article says that the "highest hurdle for women in music was the one up to the conductor's podium." Some women have even leaped the hurdle by founding their own orchestras. The author concludes that women have made some progress against discrimination but their full contribution has yet to be realized.

75 Irvine, Betty Jo. **Sex Segregation in Librarianship: Demographic and Career Patterns of Academic Library Administrators.** Westport, CT: Greenwood Press, 1985. 171 p.

The author seeks to answer the question: "Why, in a female-intensive profession, do men dominate the executive ranks?" This book is based on research which studies demographic and institutional variables which could explain the "differential attainment of administrative positions by men and women".

76 Lawson, Kay D. "A Woman's Place is at the Podium." **Music Educators Journal** 70 (May 1984): 46-9.

Lawson's article states that since the 1970's women conductors are becoming more acceptable. She credits musicians' unions, civil rights legislation and the women's movement. One suggestion Lawson makes for further improvement is a mentoring or apprenticeship program.

77 Marshall, Catherine. "The Crisis in Excellence and Equity." **Educational Horizon** 63 (Fall 1984): 24-30.

The author's concern is that the proportion of women administrators is declining in the field of education and yet, no policymaker has made the connection between quality and equality. Women compose 66% of all public school teachers yet, in 1978 only 10% of school administrative positions were held by women, contrasted with 1928 in which 75.5% of all public school principals were women.

78 Martin, Elaine. "Power and Authority in the Classroom: Sexist Stereotypes in Teaching Evaluations." **Signs** 9 (1984): 482-492.

This study is concerned with student evaluations of teacher effectiveness and the possibility of sex bias. Women spend their efforts on teaching and committee work while men spend more time on research and administration. The author suggests that the route to success and tenure is through publishing and administrative work.

79 Menges, Robert J. and Exum, William H. "Barriers to Progress of Women and Minority Faculty." **Journal of Higher Education** 54, no. 2 (March-April 1983): 123-144.

This article points out that there have been relatively few changes since World War II in the "proportion of women and minority faculty relative to all academics..." Three explanations are offered: a small pool of eligible candidates, ineffectiveness of affirmative action programs, and distinctive problems during tenure and promotion reviews. Promotion and tenure decisions are the most difficult to examine because decisions are based on "quality of work". The authors conclude that there is no significant reward or punishment system to resolve these problems and ensure equity.

80 Oakland University ACE/NIP. **Career Paths in Higher Education Administration.** Research report written by a study group affiliated with the Oakland University Chapter of the American Council on Education/National Identification Program, Oakland University, (1988). 35 p.

A national survey was conducted to explore differences in the career paths of male and female higher education administrators. Of the 394 administrators studied, 319 were males and a majority were white. Two areas appeared to be important from the study: educational achievement, and prior experience as faculty. The study concluded that barriers to advancement were: lack of sponsorship, sex discrimination, the type of educational achievement, and family responsibilities.

81 Pearson, Judy C. "Academic Women: How to Succeed in the University." Paper presented at the Speech Communication Association Annual Meeting, Chicago, IL, November 13-16, 1986. 53 p.

This paper presents a study of 163 women professors in order to identify the reasons for their inability to achieve tenure or promotion and to elicit advice on avoiding their mistakes. The mistakes can be summarized as "acquiescing to the traditional female role". The respondents suggested that among female mistakes were "playing the role of female rather than colleague or professional". The advice offered by the respondents was to "do your job" be "self-motivated" and "gain the support of other people".

82 Rosenfeld, Rachel A. and Jones, Jo Ann. "Patterns and Effects of Geographic Mobility of Academic Women and Men." Paper presented at the Annual Meeting of the American Sociological Association for research supported by the Young Scholar's Spencer Grant and the NIH National Research Service Award, San Antonio, TX, August 27-31, 1984. 41 p.

The authors' hypothesis is that women with doctorates have different mobility patterns from their male counterparts that affect their career advancement. Data was taken from the Directory of the American Psychological Association over a number of years. The results of the research were inconclusive in supporting the hypothesis. The authors recommend further research.

PROMOTION (cont'd.)

83 Roukis, George S.; Halpern, David; and Zeichner, Robin. "Sex-Based Discrimination in Higher Education." **Labor Law Journal** 34 (April 1983): 229-37.

Roukis, Halpern and Zeichner contend that current legislation against sex discrimination fails to prevent disparate treatment of women in higher education. They specifically point out that a critical aspect of this problem is discriminatory action regarding institutional tenure decisions. They recommend a system to ensure equity of treatment for all faculty. The authors state that institutions must be as objective and specific as possible regarding which areas will be considered important for tenure.

84 Schultz-Brooks, Terri. **Columbia Journalism Review** 22 (March-April 1984): 25-31.

The author states that women have made gains in the field of journalism by courage, persistence, and hard work. Of the country's 1,700 daily newspapers, 120 have women managing editors and 50 have female publishers. Strides have been made over the last twenty years because of government pressure, lawsuits, and out-of-court settlements.

85 Tinsley, A. et al. "Women in Higher Education Administration: Symposium." **New Directions for Higher Education** 45 (1984): 1-91.

This issue of New Directions for Higher Education is devoted to the careers of women in higher education. The editors and authors of the nine chapters of this sourcebook have all been active in projects to advance women's careers in higher education administration.

86 Williams, L. E. "Chief Academic Officers at Black Colleges and Universities: A Comparison by Gender." **Journal of Negro Education** 55 (Fall 1986): 443-52.

The author reports that there are fewer women chief academic officers and it takes longer for them to achieve that position. The author asks the questions why should women have to serve longer apprenticeships to achieve high level academic positions and why should college presidencies be an "all male" preserve? The author concludes that sexual bias in academic decision making needs to be identified and changed.

87 Wolt, Irene. "All Dressed Up with No Place to go." **American Film** 10 (December 1984): 58-61.

Wolt reports that women are fighting discrimination in the film industry. In 1983, the Directors Guild representing the interests of women directors filed discrimination suits against two of Hollywood's major studios, Warner Bros. and Columbia.

WORK ENVIRONMENT

88 Anderson, Mary R. and Wilson, Gloria N. "Faculty Women's Association: An Instrument for Change." **Journal of Social Issues** 41, no. 4 (1985): 73-84.

Anderson and Wilson argue that the Faculty Women's Association (FWA) is a viable instrument for change in faculty affairs and governance at Arizona State. The authors cite several areas in which the FWA has been effective in addressing: rectifying salary inequities, promoting women to participate in governance, and assisting women faculty with retention and promotion. The authors note a continued concern over the percentages of women faculty to those that are tenured. By 1984, only 20% of the faculty were women and, of those, only 14% were tenured.

89 Apple, M. W. "Teaching and Women's Work: A Comparative Historical and Ideological Analysis." **Teachers College Record** 86 (Spring 1985): 455-73.

This study is concerned with the history of elementary school teaching and the political and cultural struggles that shape teaching today. Teachers have become politicized, and have created unions in order to retain control of teaching and curriculum. The author concludes by saying "elementary school teaching is still gender labor...and the past is still ahead of us."

90 Beasley, Maurine H. and Theus, Kathryn T. **The New Majority: A Look at What the Preponderance of Women in Journalism Means to the Schools and to the Professions.** Lanham, MD: University Press of America, 1988. 182 p.

Beasley and Theus explore the consequences of the change from a male majority to a female majority among journalism students. They question whether or not colleges should be doing anything about the feminization of the profession since it impacts on the wages expected by graduates.

91 Bogart, Karen. **Toward Equity: An Action Manual for Women in Academe.** Washington, DC: Association of American Colleges, 1984. 259 p.

The author presents 150 exemplary programs and policies at colleges and associations that promote sex equity. Some of these programs are: Hunter College Child Care Center, University of Kansas Women's Recognition and the Women's Hall of Fame, Hood College salary equity reviews, and Denson University National Availability and Employment Program.

92 Brush, Stephen G. "Women in Physical Science from Drudges to Discoverers." **Physics Teacher** 23 (January 1985): 11-19.

Women are being left out of textbooks as role models for young girls who might want to pursue a career in the sciences. The article

includes short biographies of 10 important women in science. The author points out that such figures as Marie Curie are presented in science texts as drudges instead of as discoverers.

93 Carter, Deborah; Pearson, Carol; and Shavlik, Donna. "Double Jeopardy: Women of Color in Higher Education." **Educational Record** 68-69, nos. 4, 1 (Fall-Winter 1988): 98-103.

The authors argue that women of color are victims of both racial and sex discrimination, and face special obstacles to achieving success and equity. In their professional roles non-white women are expected to meet performance standards set, for the most part, by white males. The authors point out that if the perspectives of women of different ethnic heritages never enter the realm of academic discourse, their differences never become visible. Women now constitute 52 percent of all people enrolled in colleges in the U. S. In the last decade, women of nearly all racial/ethnic groups have enrolled in college in greater numbers than their male counterparts. The authors argue that the needs of this "new" majority "often challenge the prevailing culture".

94 Cecere, Mike. "The Emerging Case Law of Sex Discrimination." In **Structural Reform in Higher Education Collective Bargaining Proceedings 12th Annual Conference April 1984**, edited by Joel M. Douglas. New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 1985.

Cecere presents a management perspective on the issue of sex discrimination in higher education. The author briefly examines federal laws enacted to protect against discrimination; Title VII, the Equal Pay Act, and Title IX and the emerging case law involving sex discrimination. With respect to evidentiary issues, Cecere points out that in higher education the courts have sanctioned the use of statistics and that they can be manipulated to prove very different results. (See Melani v. CUNY and Coser v. Moore).

95 Dex, Shirley. **The Sexual Division of Work.** New York, NY: St. Martin's Press, 1985. 234 p.

Dex has organized her study around a series of questions: "Why work? Why not work? Which occupations? How much pay? Which class? and Why changes?" She states that research on women impacts both sociology and economics and is essential for understanding the contemporary world.

96 DuBois, Ellen Carol; Kelly, G. P.; and Kennedy, E. L. et al, eds. **Feminist Scholarship: Kindling in the Groves of Academe.** Urbana, IL: University of Illinois Press, 1985. 240 p.

This book seeks to analyze the relationship between feminism and scholarship by examining five diverse, broadly representative

academic fields and by considering research on selected aspects of oppression and liberation. Bibliography.

97 Farley, Jennie. "Grievance Claims: Who is Winning? Women vs. Academe." In **Structural Reform in Higher Education Collective Bargaining Proceedings 12th Annual Conference April 1984**, edited by Joel M. Douglas. New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 1985.

Farley states that sexism cases constitute the largest proportion of lawsuits brought by women workers in American history. Farley studied grievances filed by 250 women faculty and concludes that there are basic obstacles that academics face. Women frequently have tried to settle problems of reappointment or tenure at the lowest level without charging what they might have suspected as sex discrimination. The final obstacle is that the academic grievance system is weighted in favor of the administration. In conclusion, Farley argues that although grievants seldom won a personal benefit that it was worth the fight because it would bring fairer treatment for women entering higher education.

98 Ferber, M. A. "Suggestions for Improving the Classroom Climate for Women in the Introductory Economics Course: A Review Article." **Journal of Economic Education** 15 (Spring 1984): 160-8.

The author explains the reasons for concern with improving the classroom climate for women in economics courses. Women are underrepresented among economics majors and earn only 15% of economics degrees. The author suggests that women lack confidence and that teachers should recognize and provide assistance in this area. It is also important that male economic students learn to accept women as their peers by working with them on collaborative projects.

99 Flanagan, Rita and Taylor, Shannon V. "Part-Time Faculty: Gender Differences in Job Duties, Support, and Satisfaction." **Journal of the National Association for Women Deans, Administrators and Counselors** 47, no. 3 (Spring 1984): 8-13.

Flanagan and Taylor conducted a survey of part-time faculty and full-time, non-tenure track faculty at Montana State University. The authors point out that women faculty are a dominant part of the faculty in this category. The faculty identified in this survey, according to the authors, represent a potential pool of qualified administrators. Flanigan and Taylor conclude that keeping qualified faculty requires rewarding them with promotions.

100 Graff, Doralice McEuen et al. "Blair v. Washington State University: Making State ERA's a Potent Remedy for Sex Discrimination in Athletics." **Journal of College and University Law** 14, no. 4 (Spring 1988): 575-89.

The authors contend that the case of Blair v. Washington State University renews the state equal rights amendment as a feasible and powerful cause of action against sex-based discrimination in college athletics and beyond. Washington's legislation mandated equality in funding, facilities, treatment, and opportunities for Washington State University's women's intercollegiate athletics program.

101 Graham, Dee L. R.; O'Reilly, Patricia and Rawlings, Edna I. "Costs and Benefits of Advocacy for Faculty Women: A Case Study." **Journal of Social Issues** 41, no. 4 (1985): 85-98.

Graham, O'Reilly, and Rawlings of the University of Cincinnati, present an argument for establishing support groups to help cope with sexism. The three major organizations dedicated to the problems of women faculty at the University of Cincinnati are: the Association for Women Faculty (AWF), the Status of Women Committee of the AAUP, and the Women's Advisory Council to the University President. The authors state that the committees have had some success in all the forty cases in which they have been involved over the past six years.

102 Gray, Mary W. "Statistical Issues in Discrimination Litigation." In **Structural Reform in Higher Education Collective Bargaining Proceedings 12th Annual Conference April 1984**, edited by Joel M. Douglas. New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 1985.

Gray presents an overview of how statistical analysis is used in employment discrimination cases. She does, however, caution that definitions have to be established before beginning a case relying on statistics because, although they might be significant, they alone do not prove discrimination.

103 Gray, Mary W. "The Halls of Ivy and the Halls of Justice: Resisting Sex Discrimination Against Faculty Women." **Academe** 71, no. 5 (September/October 1985): 33-41.

Gray argues that the most promising source of remedy for sex discrimination in academia lies in internal reform of policies and practices within academic institutions. Gray examines the court decisions filed by women faculty and concludes that litigation has been rare, perhaps, because women fear closing off their opportunities for an academic career. However, she contends, "each success has had an effect on other universities".

104 Kahn, Ethel D. and Robbins, Lillian. "Social Psychological Issues in Sex Discrimination." **Journal of Social Issues** 41, no. 4 (1985): 135-154.

Kahn and Robbins write the concluding article in a special issue of the Journal of Social Issues dedicated to sex discrimination in academe. Sex discrimination in an academic setting should be evaluated in terms of the impact that it has on the society as a whole since educators have taken on the responsibility of shaping the values of young people entering the larger society. Kahn and Robbins explain the relationship of the university's goals in responding to the marketplace and how it affects employment decisions that may adversely impact on women faculty.

105 Keenan, Tony; Newton, Tim; and Logue, Chris. "Sex Discrimination in Practice." **Electronics and Power** 30 (November-December 1984): 882-4.

The authors attempt to answer the question: "Are male and female engineers treated in the same way at work by their employers, colleagues, and subordinates?" A survey of 130 members of the Women's Engineering Society indicate many complaints about attitudes of males in general, superiors and subordinates. The study concludes that women find their career both satisfying and stimulating, despite difficulties.

106 Kluger, Elizabeth. "Sex Discrimination in the Tenure System at American Colleges and Universities: The Judicial Response." **Journal of Law and Education** 15, (Summer 1986): 319-39.

After tracing charges of sex discrimination in tenure decisions throughout the courts, Kluger concludes that the judicial system has followed a policy of deference toward upholding the tenure system without even reviewing the specifics of the individual cases alleging discrimination.

107 Lindgren, J. Ralph et al. **Sex Discrimination Law in Higher Education: Lessons of the Past Decade.** ASHE-ERIC Higher Education Research Report No. 4. Washington, DC: Association for the Study of Higher Education, 1984. 86 p.

Strategies for complying with existing laws prohibiting sex discrimination against students and employees in colleges and universities are presented: (1) training key academic and administrative personnel; (2) implementing a management control system; (3) securing against losses suffered as a result of unintentional discrimination.

108 Lott, Bernice. "The Devaluation of Women's Competence." **Journal of Social Issues** 41, no. 4 (1985): 43-60.

Lott argues that there is a tendency to devalue women's work for a variety of reasons and that explanations of success frequently emphasize luck, or stress that it was an easy task, rather than acknowledging ability. Lott also contends that her research shows that in the "real world" women are consistently devalued as future

employees. Women, according to Lott, do better in an academic setting in which their colleagues have gotten to know them and their work. Lott concludes by summing up her definition of sexism in social-psychological terms—prejudice, brought on by negative attitudes toward women, stereotyping, which reinforces prejudice, and discrimination which is exposed by acts of exclusion.

109 Mathews, Wilma. "Women in PR: Progression or Retrogression?" **Public Relations Review: A Journal of Research and Comment**, Special Issue on Women in Public Relations 14, no. 3 (Fall 1988): 24-28.

Mathews argues that the issue of pay equity among public relations professionals has many facets: bias against women, temerity by women, and lack of focus by women about their personal and professional lives. Mathews reports on a panel discussion among conference attendees from the International Association of Business Communicators. She states that the challenge that this group discussed was how to prioritize their career goals in relationship to their personal goals.

110 "1984: Twenty Years After the 1964 Civil Rights Act: What Needs to be Done to Achieve the Civil Rights Goals of the 1980's." **Rutgers Law Review** 37 (Summer 1985): 667-1130.

This volume contains the papers and proceedings presented at the Second Decennial Conference on the Civil Rights Act of 1964 held at Rutgers Law School in Newark on November 16 and 17, 1984.

111 O'Reilly, Patricia and Borman, Kathryn. "Sexism and Sex Discrimination in Education." **Theory into Practice** 23, no. 2 (Spring 1984): 111-116.

The authors argue that despite the passage of legislation against discrimination (Title IX), teacher education in most institutions of higher learning reinforces the already existing sexist attitudes of many students. New graduates will go into teaching perpetuating the status quo. References.

112 Robbins, Lillian and Kahn, Ethel D. "Sex Discrimination and Sex Equity for Faculty Women in the 1980s." **Journal of Social Issues** 41, no. 4 (1985): 1-16.

Robbins and Kahn state that progress for women in all phases of higher education has been made. Since 1972, women have comprised more than 50% of undergraduate students in coeducational institutions. However, job opportunities still remain consistently low for women in academia. Women make up less than 15% of the chief academic officers in colleges and universities and are most

concentrated in liberal arts, community colleges, and less prestigious universities. The authors conclude by giving an overview of the articles that follow in this special issue.

113 Sandler, Bernice Resnick. "Women in Higher Education Where We Have Been and Where Are We Going: These Are Times That Try Men's Souls." In **Structural Reform in Higher Education Collective Bargaining Proceedings 12th Annual Conference April 1984**, edited by Joel M. Douglas. New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 1985.

Sandler presents an overview of sex discrimination and argues that it is still a problem although women have made progress over the last twelve years. She presents six major areas in which accomplishments have been made: legislation prohibiting sex discrimination, the elimination of most overt practices, the increase in awareness, the organizing of women into a campus constituency, the institutionalization of women's issues and the development of women's studies and research.

114 Schmid, Gunther and Weitzel, Renate. **Sex Discrimination and Equal Opportunity: The Labor Market and Employment Policy.** New York, NY: St. Martin's Press, 1984. 308 p.

This book compares data on gender differentials and includes a description of anti-discrimination laws in Sweden, England, West Germany, and the United States. This is an edited collection of papers by American and European scholars in economics, management and law.

115 Schmuck, Patricia A. "Women as Educators: Employees of Schools in the U.S.A., A Description and Analysis." Paper prepared for the International Interdisciplinary Congress on Women Symposium, Groningin, Netherlands, April 1984. 76 p.

This paper describes the roles that women have played in the public schools of the United States in the 19th and 20th centuries and analyzes changes in their status and level of participation during this period. The paper is divided into four sections with the fourth providing a feminist perspective on the neglect of women's ideas and experiences by most educators and historians of the American educational experience. Topics include: the "Contemporary School Marm Bias".

116 Tabakin, G. and Densmore, K. "Teacher Professionalization and Gender Analysis." **Teachers College Record** 88 (Winter 1986): 257-79.

The roles of teachers can be compared to that of women in households. The authors state that in teaching, the low pay and status

of work are well in keeping with arrangements of domesticity and the patriarchal rules of interaction. Women, particularly in elementary and pre-school education, become "front-line teachers" rather than administrators or other positions with higher status and pay.

117 Taub, Nadine. "Dealing with Employment Discrimination and Damaging Stereotypes: A Legal Perspective." **Journal of Social Issues** 41, no. 4 (1985): 99-110.

Taub argues that it is difficult to adequately defend an employment discrimination suit in an academic institution where the case revolves around identifying a male in a similar situation who received better treatment. The author notes that economists show significant occupational discrimination based on a criteria other than productivity. On the demand side, outright prejudice influences employers' decisions; on the supply side, family and group pressures influence women's employment decisions. Sex-based stereotyping distorts hiring and other employment decisions.

118 Thompson, Roger. "Women's Economic Equity." **Editorial Research Reports** (May 10, 1985): 335-56.

Thompson points out that job discriminaton is not just a "women's issue" but an economic issue. The disparity between men's and women's wages has existed for more than sixty years and according to the Census Bureau women earn 64 cents for every dollar earned by men. In a move to broaden their political support, the bipartisan Congressional Caucus for Women's Issues points out that their proposals for changes in the area of child care and pension plans would benefit not only women but the entire family.

119 Toth, Elizabeth Lance. "Making Peace with Gender Issues in Public Relations." **Public Relations Review: A Journal of Research and Comment.** Special Issue on Women in Public Relations 14, no. 3 (Fall 1988): 36-47.

Toth argues that there are those who wish to "make an issue" of the "increasing numbers of women in the public relations field as a point of dispute in need of resolution and others who do not wish to address the feminization of the field at all." The author's argument is that once a profession has been feminized the salaries for all employees are reduced. This is not only a concern of all employees going into a profession, but of colleges and universities, as well. She refers frequently to a three-part research report published in 1986 entitled, The Velvet Ghetto in which she and several other researchers concentrated on the feminization of the public relations field.

120 Vardell, Sylvia M. "I'm No Lady Astronaut: Nonsexist Language for Tomorrow." Paper presented at the Annual Meeting of the National Council of Teachers of English, Houston, TX, Mar. 28-30, 1985. 16 p.

This paper points out that language can be used to communicate sex discrimination. Examples of sexism are: (1) the use of "he" as a generic pronoun; (2) the generic use of "man" as an exclusively male referent.

121 Vladeck, Judith. "Emerging Case Law of Sex Discrimination." In **Structural Reform in Higher Education Collective Bargaining Proceedings 12th Annual Conference April 1984**, edited by Joel M. Douglas, New York, NY: National Center for the Study of Collective Bargaining in Higher Education and the Profession, Baruch College, CUNY, 1985.

Vladeck is skeptical of claims of women's progress and believes that they still occupy the lower tier in the university structure. It has been proven that discrimination cannot be rectified on a voluntary basis, but must be fought with litigation even though, as she points out, that this is possibly the "hardest kind of work any lawyer can do." One reason for this is that universities are treated differently than other institutions by the courts. The courts seem to believe that universities are "serving a social purpose of major magnitude" and therefore, deserve special considerations.

122 Walsh, Mary Roth. "Academic Professional Women Organizing for Change: The Struggle in Psychology." **Journal of Social Issues** 41, no. 4 (1985): 17-28.

Walsh divides sex discrimination (for research purposes) into two historical periods: 1941-1959 and 1969-1980's. Important to Walsh's thesis is that professional women's organizations have been important for women's progress. Organizations such as, the National and International Council of Women Psychologists, the Association for Women in Psychology, and the APA's Division 35 (on the psychology of women) promoted the advancement of women in the field of psychology. Women academics are now faced with a conflict — whether to submit their work to journals such as Psychology of Women Quarterly giving continued assistance to these organizations that have supported them, or to battle to be published in more traditional journals.

123 Walton, Jean. "Can You Really be Both?" **AAHE Bulletin** (April 1986): 11-17.

College programs emphasize high ambition and objectivity which are more relevant to male attitudes. The author contends that the values held by women should be recognized by providing women's studies courses and other curriculum options.

124 Yoder, Janice D. "An Academic Woman as a Token: A Case Study." **Journal of Social Issues** 41, no. 4 (1985): 61-72.

Yoder presents a case history report of her personal experience as one of the first civilian faculty members at a United States military

academy. She became interested in the study of tokenism as a young graduate student doing research on the integration of cadet women into the military academy. Yoder, a distinguished professor of psychology, accepted the position at the academy in the summer of 1980 hoping that it would further her research in the area of tokenism from a personal perspective. Instead, she experienced overwhelming alienation and was unable to complete her two-year appointment.

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